

Satchel Ford Road Elementary

5901 Satchel Ford Road
Columbia, South Carolina 29206

Grades	K-5 Elementary School	
Enrollment	665 Students	
Principal	Connie Alley	803-738-7209
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Lane Quinn	803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
12	18	3	0	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes
2005	Good	Unsatisfactory	Yes
2006	Good	Below Average	Yes

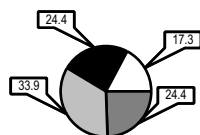
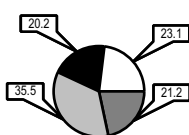
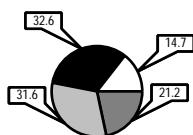
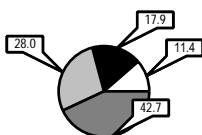
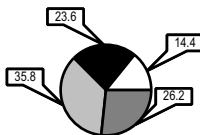
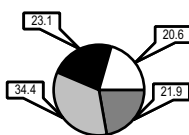
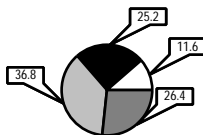
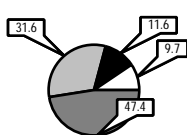
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	325	95.7	8.8	28.1	44.4	18.6	71.2	Yes	Yes
Gender									
Male	161	94.4	8.4	30.1	45.5	16.1	68.5	N/A	N/A
Female	164	97.0	9.2	26.3	43.4	21.1	73.7	N/A	N/A
Racial/Ethnic Group									
White	223	97.8	3.3	24.1	49.1	23.6	80.7	Yes	Yes
African American	91	90.1	23.3	41.1	31.5	4.1	45.2	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	286	99.3	6.3	25.4	47.8	20.5	76.1	N/A	N/A
Disabled	39	69.2	33.3	55.6	11.1	0.0	22.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	325	95.7	8.8	28.1	44.4	18.6	71.2	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	319	95.6	8.3	28.4	44.6	18.7	71.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	94	88.3	21.6	45.9	27.0	5.4	43.2	Yes	Yes
Full-pay meals	231	98.7	4.5	22.2	50.2	23.1	80.5	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	325	96.0	12.5	31.8	22.0	33.8	67.6	Yes	Yes
Gender									
Male	161	96.3	11.6	26.0	25.3	37.0	70.5	N/A	N/A
Female	164	95.7	13.3	37.3	18.7	30.7	64.7	N/A	N/A
Racial/Ethnic Group									
White	223	97.3	4.3	27.0	24.6	44.1	79.6	Yes	Yes
African American	91	92.3	36.0	42.7	16.0	5.3	34.7	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	286	99.3	9.7	32.1	22.0	36.2	70.9	N/A	N/A
Disabled	39	71.8	39.3	28.6	21.4	10.7	35.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	325	96.0	12.5	31.8	22.0	33.8	67.6	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	319	95.9	12.4	31.4	22.4	33.8	67.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	94	90.4	28.9	40.8	18.4	11.8	42.1	Yes	Yes
Full-pay meals	231	98.3	6.8	28.6	23.2	41.4	76.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	325	99.4	22.6	35.7	21.3	20.3	41.6
Gender							
Male	161	98.8	20.0	33.3	22.0	24.7	46.7
Female	164	100.0	25.2	38.1	20.6	16.1	36.8
Racial/Ethnic Group							
White	223	99.1	11.2	35.8	26.0	27.0	53.0
African American	91	100.0	52.5	37.5	7.5	2.5	10.0
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	286	99.3	16.8	36.6	24.3	22.4	46.6
Disabled	39	100.0	64.9	29.7	0.0	5.4	5.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	325	99.4	22.6	35.7	21.3	20.3	41.6
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	319	99.4	22.4	36.1	21.1	20.4	41.5
Socio-Economic Status							
Subsidized meals	94	98.9	48.8	37.8	6.1	7.3	13.4
Full-pay meals	231	99.6	13.0	35.0	26.9	25.1	52.0

Social Studies							
All Students	325	99.4	16.7	34.1	24.6	24.6	49.2
Gender							
Male	161	98.8	14.0	33.3	23.3	29.3	52.7
Female	164	100.0	19.4	34.8	25.8	20.0	45.8
Racial/Ethnic Group							
White	223	99.1	8.8	31.2	29.3	30.7	60.0
African American	91	100.0	36.3	42.5	13.8	7.5	21.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	286	99.3	11.6	35.1	26.1	27.2	53.4
Disabled	39	100.0	54.1	27.0	13.5	5.4	18.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	325	99.4	16.7	34.1	24.6	24.6	49.2
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	319	99.4	16.4	34.4	24.7	24.4	49.2
Socio-Economic Status							
Subsidized meals	94	98.9	36.6	40.2	18.3	4.9	23.2
Full-pay meals	231	99.6	9.4	31.8	26.9	31.8	58.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	96	100.0	9.8	20.7	46.7	22.8	69.6
	4	121	99.2	15.3	27.0	45.9	11.7	57.7
	5	119	100.0	20.9	34.5	38.2	6.4	44.5
	6	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	107	95.3	10.3	16.5	49.5	23.7	73.2
	4	96	96.9	7.9	25.8	41.6	24.7	66.3
	5	122	95.1	8.3	40.4	42.2	9.2	51.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	96	100.0	7.6	41.3	32.6	18.5	51.1
	4	121	99.2	18.9	14.4	33.3	33.3	66.7
	5	119	100.0	20.0	34.5	10.0	35.5	45.5
	6	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	107	97.2	11.1	31.3	26.3	31.3	57.6
	4	96	96.9	11.2	15.7	22.5	50.6	73.0
	5	122	94.3	14.8	45.4	17.6	22.2	39.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	96	99.0	26.4	31.9	29.7	12.1	41.8
	4	121	99.2	25.2	34.2	21.6	18.9	40.5
	5	119	100.0	30.9	28.2	16.4	24.5	40.9
	6	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	107	100.0	20.8	35.6	27.7	15.8	43.6
	4	96	99.0	23.1	28.6	18.7	29.7	48.4
	5	122	99.2	23.9	41.6	17.7	16.8	34.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	96	97.9	7.8	35.6	27.8	28.9	56.7
	4	121	99.2	14.4	33.3	26.1	26.1	52.3
	5	119	100.0	24.5	38.2	22.7	14.5	37.3
	6	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	107	100.0	10.9	27.7	33.7	27.7	61.4
	4	96	99.0	14.3	29.7	28.6	27.5	56.0
	5	122	99.2	23.9	43.4	13.3	19.5	32.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 665)				
First graders who attended full-day kindergarten	97.3%	Up from 91.3%	99.5%	100.0%
Retention rate	1.2%	Down from 2.4%	1.6%	2.8%
Attendance rate	97.4%	Up from 97.0%	97.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.4%	Down from 7.2%	0.7%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.4%	Down from 6.3%	0.6%	0.0%
Eligible for gifted and talented	38.6%	Up from 38.3%	23.4%	10.4%
On academic plans	31.5%	N/AV	21.3%	33.6%
On academic probation	4.1%	N/AV	1.1%	1.0%
With disabilities other than speech	7.6%	Down from 7.8%	6.7%	7.5%
Older than usual for grade	0.2%	Down from 0.8%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 1.1%	0.0%	0.0%
Teachers (n= 48)				
Teachers with advanced degrees	58.3%	Down from 60.9%	56.9%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.7%	N/A	1.4%	2.4%
Teachers with emergency or provisional certificates	4.8%	Up from 4.7%	0.0%	0.0%
Teachers returning from previous year	90.4%	Down from 90.9%	89.9%	87.3%
Teacher attendance rate	96.1%	Up from 94.6%	95.2%	94.9%
Average teacher salary	\$45,626	Down 1.7%	\$43,583	\$42,485
Prof. development days/teacher	14.6 days	Up from 14.2 days	11.6 days	13.3 days
School				
Principal's years at school	4.0	Up from 3.0	6.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 18.3 to 1	19.5 to 1	18.6 to 1
Prime instructional time	91.7%	Up from 91.2%	90.6%	89.7%
Dollars spent per pupil*	\$6,800	Up 7.3%	\$6,239	\$6,557
Percent of expenditures for teacher salaries*	73.4%	Down from 76.0%	64.9%	64.0%
Percent of expenditures for instruction*	81.4%		71.0%	69.1%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This year the State Department of Education named Satchel Ford one of four Richland One Schools whose students surpassed the statewide averages and outperformed peers in all categories on PACT (Palmetto Achievement Challenge Test). Students also achieved 19 out of 19 objectives, qualifying Satchel Ford as meeting Adequate Yearly Progress according to No Child Left Behind legislation. Our school is designated an Arts in Basic Curriculum School by the South Carolina Arts Commission. Our theme for this year was Around the World in 180 Days. Students read Around the World in 80 Days and participated in activities that focused on the study of geography. Geography Bees were held for first through fifth grade students.

All students are encouraged to read. Kindergarten students participated in the Breakthrough to Literacy program. First graders read to achieve membership in the 100 Book Club. This year, third through fifth grade students participated in the 100 Book Challenge. Accelerated Reader challenged students to earn points.

Sixty-two percent of students in grades three through five participated in the Advanced Academic Program. We provided academic assistance to every student scoring below basic on state assessments. An after-school tutoring program was offered to third, fourth, and fifth grade students. Reading Recovery offered first graders assistance in reading and writing. Our special education and speech programs served students who qualified. Tutors worked with individual and small groups of at-risk students, as well as offered enrichment to students who sought a challenge. An instructional assistant in the science lab provided additional help to science teachers. Ten faculty members have earned National Board certification.

All students received instruction in art, music, drama, dance, physical education, and technology. All students received instruction in Spanish. Information literacy was taught across curriculum areas. In a structured program, students learned problem-solving, research, and technology skills. Satchel Ford continued to offer after-school child-care to students until 6:00 pm each evening. Students received homework help, a snack, and outdoor playtime.

Volunteers continue to serve as our greatest resource, serving in numerous capacities throughout the building. A C Flora High School students volunteered and mentored students. Friday Fathers completed several projects for the school, including creating a garden in memory of second grade teacher Mrs. Hoffman. Foster grandparents shared their tender loving care with handicapped students on a regular basis.

Satchel Ford serves Columbia College as a Professional Development School and continues to build relationships with business partners in the community.

Goals for the immediate future include achieving the highest scores on PACT possible, decreasing the achievement gap between subgroups of students by raising all students' test scores, meeting every student's academic and social needs, involving every family within our diverse population, and strengthening our commitment to expand relationships with faith-based organizations. Our Parent-Teacher Organization and School Improvement Council are tremendous resources in helping us to move toward achieving these goals.

Linda Moniuszko, Principal
Lisa Austin, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	106	88
Percent satisfied with learning environment	65.9%	93.2%	94.2%
Percent satisfied with social and physical environment	75.0%	84.9%	95.3%
Percent satisfied with school-home relations	92.5%	92.5%	89.5%

*Only students at the highest elementary school grade level at this school and their parents were included.